



course who will use this training to improve their professional knowledge and to contribute to the unit's antiarmor training effectiveness. The soldiers must be retainable within the unit and should be in leadership positions.

Students report to Building 17, Wilkins Hall, Stairwell H-16 in the main post area of Fort Benning between the hours of 1500 and 1700 on the day before the course begins. After inprocessing, each student is issued his TA-50 equipment for use during the course.

Each soldier, when he reports, must have with him at least the following items:

- Five copies of orders.
- Valid Secret clearance (noted on orders.)
- Valid identification card.
- Identification tags with chain.
- One U.S. Army PT uniform.
- Four sets of BDUs.
- Two pairs of boots.
- One pair of black gloves with inserts (seasonal).

- One field jacket (seasonal).
- Two pairs of fitted ear plugs with case.
- Two black ink pens.
- Note pad.

It is advisable for soldiers attending on a temporary duty (TDY) and return basis to receive a partial payment from their units before they leave for the course. The Fort Benning Finance and Accounting Division will not issue checks until one week after a course begins.

Any additional questions pertaining to inprocessing should be addressed to Commander, HHC, 1st Battalion, 29th Infantry, ATTN: Student Operations, AUTOVON 784-3747 or commercial 404-545-3747/1768.

Commanders and trainers who need more information about the course itself are encouraged to write to Commandant, U.S. Army Infantry School, ATTN: Company B, 2d Battalion, 29th Infantry, Fort Benning, GA 31905-5595; or to call AUTOVON 784-6474, commercial 404-544-6474.

The TOW Trainer Course gives antiarmor leaders the technical knowledge they need to supervise TOW antiarmor platoons. There is no doubt that its graduates have improved the quality of TOW training in their respective units.

Lieutenant Michael T. Zaryczny, when he prepared this article, was assigned to the 2d Battalion, 29th Infantry, at Fort Benning.

Ranger Orientation Program

CAPTAIN CHARLES T. SNIFFIN
SERGEANT FIRST CLASS MALLORY L. SUMP

For more than 200 years, Rangers have played an important role in the proud heritage of the United States Army. Serving in Ranger units and

throughout the Army in war and peace, the Ranger's most significant contribution has always been the ability to lead soldiers. And developing leaders has

been the primary mission of the Army's formal Ranger training since its inception in October 1951.

Each year thousands of soldiers, non-

commissioned officers, officers, and cadets volunteer for and pursue the challenge of the Ranger Course, which is offered by the Ranger Training brigade at Fort Benning, Georgia. A pre-ranger training program helps prepare ranger candidates to meet the leadership challenge of the course.

Pre-Ranger training, whenever it is conducted, goes by many different names and follows many different programs of instruction (POIs). One of these programs is the Ranger Orientation Program at the United States Military Academy (USMA). A description of this program may be helpful to others who are either currently conducting pre-Ranger training or who would like to start such a program.

The mission of the Academy's Ranger Orientation Program is to provide demanding training for USMA Ranger candidates so that each cadet selected to attend the Ranger Course will graduate as a leader in his class.

The program's training is geared toward ensuring that each Ranger candidate is fully aware of the challenges the course will present and as well prepared as possible to meet those challenges. The testing, both physical and mental, is geared toward selecting only the best qualified candidates to attend.

Physical endurance, mental toughness, and technical proficiency are essential in the Ranger Course. An understanding of the principles of patrolling—planning, security, reconnaissance, control, and common sense—is also important. But the most critical skill a cadet can learn, develop, demonstrate, and take with him to the course is an aggressive attitude—the ability to "Take Charge, Take Action, and Supervise." Those who have this attitude and apply it to complement the task at hand will succeed in the program.

From the first day, the candidates in the orientation program are forced to adopt this attitude as their own, and those who are placed in the rotating administrative chain of command are held accountable for their every action. In these positions, attention to detail is the key. Deficiencies in performance are quickly pointed out, and relief for cause

is swift. The program gives every candidate several opportunities to exercise his leadership abilities and to learn from his mistakes while the price of the lesson is still low.

During breaks in the training, the candidates are regularly drilled on the basics of Chapter 1 of the Ranger Handbook, which is an important guide to finding out what it means to have an aggressive attitude.

The candidates are also required to act out the first few critical minutes after being appointed to lead a patrol. During these sessions, therefore, each candidate practices giving instructions and explains how he will organize his individual efforts, employ his immediate subordinates, and prepare the patrol for the upcoming mission. The importance of clear and concise instructions, timely questions, coordination, rehearsals, inspections, and backbriefs is emphasized. Mistakes are expected, and the lessons learned early form the basis for future success in subsequent phases of the program.

Every leader has his own style and individual way of dealing with subordinates and organizing to meet the challenge at hand. The basics of each successful approach, however, can be summed up in the words "Take Charge, Take Action, and Supervise."

The Ranger Orientation Program itself consists of approximately 150 hours of

training conducted during the second semester—January through May—of the cadets' junior year. (The 1989 training schedule is shown here as an example.) The training program of instruction (POI) breaks down into five categories, as follows:

• Classroom instruction	11 hours
• Physical testing	22 hours
• Skill training/testing	33 hours
• Patrolling FTXs	80 hours
• Special assignments	4 hours

The screening phase of the program begins in January with an orientation lecture given by the Director of the Department of Military Instruction. This lecture, augmented with a news documentary film and 35mm slides, is designed to give each interested candidate a realistic overview of what he can expect at Ranger School. (After seeing this film, some of the cadets do not return for the screening events that follow.)

The first actual screening event, the Army Physical Fitness Test (APFT), is used to gauge the physical condition of each candidate at the beginning of the program. Getting in shape is an individual responsibility, but the APFT, which is administered five times during the program, and other physical events are used to monitor each candidate's individual conditioning program. The final APFT goals for the program are as follows:

• Push-ups	80 repetitions
------------	----------------



TRAINING NOTES

- Sit-ups 100 repetitions
- Chin-ups 15 repetitions
- Two-mile run 12 minutes

The second screening event is a six-mile, cross country, rucksack race, which is a physical and mental challenge. Moving over mountainous terrain, each candidate carries a load of 40 pounds and wears his load bearing equipment. The race gauges physical conditioning, mental endurance, and the "drive-on" attitude. (The POI includes four more rucksack races, over the same distance and terrain, with increasing loads that peak at 55 pounds. The goal is for every candidate to complete each rucksack race in less than 90 minutes.)

Following these two screening events, the top 30 candidates are selected to begin the program's formal training. Although the screening events play an important role in determining the top candidates, each candidate is also evaluated using the following whole-man concept:

- APFT performance.
- Rucksack race time.
- Military leadership/conduct ratings.
- Academic standing.
- Swimming ability.
- Cumulative performance on all graded physical education tests.
- Tactical officer recommendation.

Once the "Ranger Team" has been selected and all the necessary equipment has been issued, the training begins in earnest. The training in February emphasizes land navigation skills, weapons and equipment familiarization, and basic soldier skills. Land Navigation I includes a classroom review of basic map skills, tie-down techniques, waterproofing techniques, and a 300-meter pace-count course. Land Navigation II is a day course, and Land Navigation III is a day and night course. The weapons and equipment familiarization training focuses on the systems that each candidate must be able to employ: M16 rifle, M249 squad automatic weapon, M60 machinegun, 60mm mortar, M203 grenade launcher, and night vision goggles.

Following the spring break recess in March, training begins again. Each candidate is required to take and pass the

Combat Water Survival Test (CWST). Before the actual test, the weak swimmers are identified and tasked to develop a swimming program that will improve their performance.

All patrol field training exercises (FTXs) take place on Saturdays and Sundays and are conducted at platoon level. The first of these is a cadre-led reconnaissance patrol. This patrol emphasizes organization, planning and coordination, preparation and issuing of the operations order, rehearsals, conduct of the patrol, the value of using the Ranger Handbook, and above all else, the importance of an aggressive attitude.

The cadre for this patrol, and for all others, is made up of interested Ranger-qualified officers and noncommissioned officers from the staff and faculty and senior cadets who successfully completed the orientation program and the Ranger Course the previous year.

Although the mission varies with each patrol, the subsequent student-led patrols follow a similar pattern. For example, the second patrol is given a raid mission, the third an ambush, and the fourth and final patrol another reconnaissance mission.

Before each student-led patrol, each candidate receives an oral company order

WEST POINT RANGER ORIENTATION PROGRAM 1999 TRAINING SCHEDULE

DATE	TIME	EVENT	INSTRUCTOR
13 Jan	1230-1330	Orientation Lecture	DIRECTOR
20 Jan	1800-1800	APFT I	OIC/NCOIC
27 Jan	1600-1800	Ruck Race I	OIC/NCOIC
30 Jan	1600	First Cut	DIRECTOR
1 Feb	1230-1330	Equipment Issue	NCOIC
3 Feb	1230-1330	Make-up Issue	NCOIC
4 Feb	1300-1800	Land Navigation I	CADET CADRE
		CEOI	
10 Feb	1600-1800	APFT II	OIC/NCOIC
11 Feb	1300-MC	Land Navigation II	OIC/NCOIC
18 Feb	1300-MC	Land Navigation III	OIC/NCOIC
24 Feb	1600-1800	Ruck Race II	OIC/NCOIC
25 Feb	1600-1800	Weapons Familiarization	OIC/NCOIC
14 Mar	0530-0620	CWST	OIC/DPE
17 Mar	1600-1800	APFT III	OIC/NCOIC
18 Mar	1200-0800	Patrol I (Recon)	OIC/NCOIC
21 Mar	0530-0620	Troop Leading Procedures	CADET CADRE
22 Mar	0530-0620	Warning Order	CADET CADRE
24 Mar	1600-1800	Ruck Race III	OIC/NCOIC
28 Mar	0530-0620	Operations Order	CADET CADRE
	1230	Second Cut	DIRECTOR
29 Mar	0530-0620	Patrol Base	CADET CADRE
31 Mar	1600-1800	Ruck Race IV	OIC/NCOIC
4 Apr	0530-0620	Raid	CADET CADRE
5 Apr	0530-0620	Truck Movement Annex	CADET CADRE
7 Apr	1600-1700	Ranger-Run	OIC/NCOIC
8 Apr	1200-0800	Patrol II (Raid)	OIC/NCOIC
11 Apr	0530-0620	Ambush	CADET CADRE
12 Apr	0530-0620	Forward Friendly Unit	CADET CADRE
		Coordination	
14 Apr	1600-1800	APFT IV	OIC/NCOIC
15 Apr	1200-0800	Patrol III (Ambush)	OIC/NCOIC
18 Apr	0530-0620	Reconnaissance	CADET CADRE
19 Apr	0530-0620	Air Movement	CADET CADRE
21 Apr	1600-1800	Ruck Race V	OIC/NCOIC
22 Apr	1200-0800	Patrol IV (Recon)	OIC/NCOIC
25 Apr	0530-0620	Written Examination	OIC/NCOIC
26 Apr	0530-0620	Knot Examination	OIC/NCOIC
27 Apr	0530-0620	Mind-Set Class	DIRECTOR
		Final Cut	
1 May	1230-1330	Equipment Turn-in	NCOIC
2 May	1230-1330	Make-up Turn-in	NCOIC
19 May	1400-1600	Final Record APFT	OIC/NCOIC

Sergeant First Class Mallory L. Sump, a 1983 graduate of the Ranger Course, is an instructor in the United States Military Academy's Ranger Orientation Program. He was previously assigned to the 2d Ranger Battalion at Fort Lewis and participated in the 1983 military operation in Grenada.

Captain Charles T. Smith was commissioned from the United States Military Academy in 1979 and completed the Ranger Course in 1980. Now executive to the commandant, he was previously officer in charge of the Ranger Orientation Program and served in the 1st Infantry Division in Germany.

valuable to the candidates, each is required to read. Of the 30 candidates who begin the formal Ranger orientation training, about 20 complete the course and are selected to attend the U.S. Army Ranger Course. They depart for Fort Benning physically ready, mentally prepared, apprehensive of the great challenge before them, and eager to begin their pursuit of the coveted black and gold Ranger tab.

The Ranger Course is not the only Army course that requires preparation ahead of time, or that requires students to report in outstanding physical and mental condition for a specific academic subject area. What separates the Ranger Course from these other courses, and what makes pre-Ranger training so important, is the balance each student must achieve in handling the extensive academic, physical, and leadership demands.

Each student must demonstrate the ability and preparedness to lead soldiers successfully in combat. As long as its primary mission continues to be the development of this type of leader, the Ranger Course will remain an important link in our Army's readiness chain. And for the soldier volunteers who accept its challenge, pre-Ranger training will remain an important first step toward that goal.

A confidential peer report is conducted in which each candidate ranks his peers by name in numerical order. The results are presented to each candidate individually in the form of a counseling session conducted by the officer and NCO in charge of the program.

Like the scores on the APFT, the rucksack races, and the Ranger runs, individual scores on these exams are all applied to the program's grading scale. Although this order of merit provides some indication of each candidate's readiness to attend the Ranger Course, it is by no means the final determining factor. The Director of the Department of Military Instruction makes the final decision and bases it on the recommendations of the officer and the NCO in charge. Their recommendations, in turn, are based on a total assessment of each candidate and again, more important, on each candidate's demonstrated ability to "Take Charge, Take Action, and Super-vise" in an aggressive manner.

The final decision concerning who will attend Ranger School is delivered to the candidates during the Mind-Set class, which addresses the mental attitude necessary to succeed at Ranger School. Needless to say, the word *quit* is erased from each candidate's vocabulary and replaced with words such as *excel*, *endure*, *persevere*, *lead*, and *graduate*.

During the pre-Ranger training, several special tasks are given to each candidate. For example, each candidate is required to memorize the Ranger Creed and read a summary of Ranger history so they will better understand Ranger traditions and heritage.

To add a little levity to the program, and at the same time teach a valuable lesson, each candidate must read the children's story *The Little Engine That Could*. The lesson they learn from this is, of course, that a motivated Ranger student who thinks he can succeed in the course will succeed!

Each candidate must submit two self-assessments that reveal his motivation for wanting to attend the Ranger Course. The first is designed to show why he wants to attend the course and the second why he should be selected.

In the last assignment, particularly

the initial chain of command for the patrol is announced at the first formation of the day. The chain of command rotates with each new phase of the patrol—movement to the objective area, actions on the objective, and movement to and occupation of the patrol base.

During the course of a patrol, an evaluator notes the actions of each candidate serving in a graded position. At the conclusion of the patrol, each candidate is briefed on his performance. Although no formal grade is attached to it, the strengths and weaknesses he displays are carefully reviewed.

At the conclusion of each patrol, and following equipment maintenance, an after action review (AAR) is conducted. The evaluators cover their observations, the cadet Ranger Course graduates relate the night patrol to their Ranger Course experience, and the Ranger candidates also review the patrol's activities from start to finish. Around the AAR campfire, they share many valuable lessons. During the patrolling phase of the program, a number of early morning classes are presented that apply specifically to the upcoming patrol mission. Although the program's officer and NCO in charge monitor these classes, members of the senior cadet cadre teach them. This is an important point. Not only can the senior cadets provide meaningful instruction, but as recent Ranger Course graduates, they can help candidates understand what the Ranger Course is really all about and give them confidence that they too can meet its challenges.

(During the patrolling phase, a six-mile Ranger-run is also conducted. This run, pointing toward the five-mile run at Ranger School, supplements the APFTs and rucksack races in checking each candidate's individual PT program.)

As the Ranger Orientation Program draws to a close, the candidates are tested to evaluate their preparedness for the Ranger Course challenge. A written examination tests everything from map reading skills to the operations order format. A knot exam checks the progress the candidates have made since the knot-tying class and verifies their readiness for the knot training at Ranger School.